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ABSTRACT

Connecticut's Strategic Plan for Racial and Ethnic diversity was created in 1985 to increase minority participation in the state's higher education through recruitment and retention. The report presents a model for examining progress in this area. Data on specific minority group enrollments and percentages at the undergraduate, graduate, and first-professional levels are presented for even years since 1976 and for individual institutions are presented. Data are also provided for institutional categories (University of Connecticut, Connecticut State University, regional community colleges, state technical colleges, national independent institutions, regional independent institutions, and two-year independent institutions) on percentages of minorities who are first-time freshmen or at other levels. Degree awards to minorities since 1982 are tracked, and ratios of headcount enrollments to degrees awarded are tabulated. It is concluded that, in response to emphasis placed on it, minority recruitment is showing the most progress. Improving retention is seen as the next step in assuring full participation. The state's strategic plan is viewed as successful in its early stages. (MSE)

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Report

April 1989

Board of Governors for Higher Education
Department of Higher Education
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Recruitment and Retention of Minorities in Connecticut Higher Education: A Status Report

INTRODUCTION

The Board of Governors for Higher Education, concerned about a downturn in minority college enrollments in Connecticut, created its Strategic Plan for Racial and Ethnic Diversity in 1985. The Plan's goal was to increase minority participation in Connecticut's colleges and universities by emphasizing minority student recruitment and retention.

Successful recruitment efforts can boost overall minority enrollment. Access is the first step in increasing minority participation in higher education, but the second, and equally important step, is to assure that minorities are staying in college once they enroll.

This report presents a model for examining progress in minority student recruitment and retention. Although additional improvements are needed in both areas, the model shows that Connecticut is making significant progress in increasing minority participation in higher education.

RECRUITMENT

Total Enrollment

Connecticut colleges and universities enrolled more minority student in fall 1988 than ever before -- 17,711, representing 10.7% of the total college population.

Data collected biannually since 1978 show a pattern of general increase in minority enrollment with the exception of 1984 (see Figure 1). The enrollment for 1986 and 1988, however, indicated that the 1984 drop had reversed. As noted in Table 1, 1986 minority enrollment increased 10.8% over 1984 and 1988 minority enrollment increased by a record 21.8% over 1986. Over the ten-year period, minority enrollment grew by 51.9% between 1978 and 1988.

Increases in minority enrollment occurred during periods of declines in overall student numbers. From 1984 to 1986, nonminority enrollment dropped by 2.4%. During the same period, minority enrollment increased by 10.8%.

The rates of change for individual racial and ethnic groups varied. Black students were the largest minority group, enrolling 8,920 in fall 1988. Black enrollment increased since 1984, surpassing the peak in 1980 of 7,907.

(203) 566-3640

Figure 1
Enrollment by Racial/Ethnic Category in Connecticut Institutions of Higher Education
Fall 1976 - Fall 1988

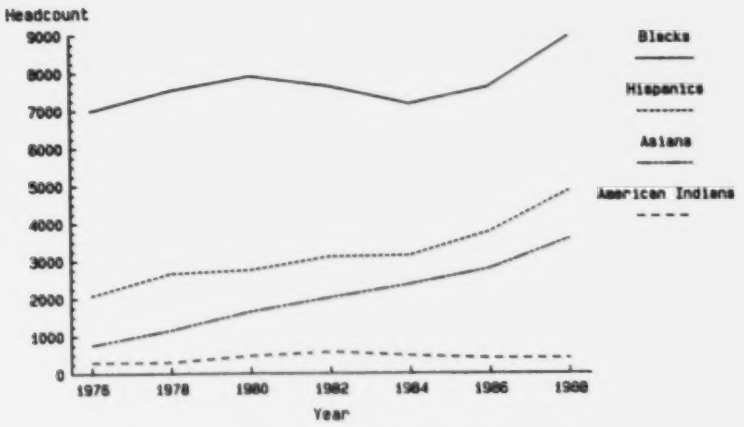


Table 1
Enrollment by Racial/Ethnic Category in Connecticut
Institutions of Higher Education
Fall 1976 - Fall 1988

	1976	1978	1980	1982	1984	1986	1988	Percent of 1988 Total	Percent Change 1986-1988
Black, Non-Hispanic	6,989	7,532	7,907	7,622	7,149	7,599	8,920	5.4%	+17.4%
Hispanic	2,074	2,665	2,753	3,109	3,135	3,753	4,830	2.9%	+28.7%
Asian or Pacific Islander	762	1,157	1,643	2,021	2,370	2,782	3,563	2.1%	+28.1%
American Indian or Alaskan Native	296	308	474	574	470	406	398	0.2%	-2.0%
TOTAL, Minority	10,121	11,662	12,777	13,326	13,124	14,540	17,711	10.7%	+21.8%
Percent Change from Prior Period		+15.2%	+9.6%	+4.3%	-1.5%	+10.8%	+21.8%		
White, Non-Hispanic	134,984	140,635	144,789	146,013	144,082	140,797	144,019	86.9%	+2.3%
Non-Resident Alien	1,453	1,945	2,488	3,148	4,039	3,734	4,073	2.5%	+9.1%
TOTAL, Non-Minority	136,437	142,580	147,277	149,161	148,121	144,531	148,092	89.3%	+2.5%
Percent Change from Prior Period		+4.5%	+3.3%	+1.3%	-0.7%	-2.4%	+2.5%		
TOTAL, All	146,558	154,242	160,054	162,487	161,245	159,071	165,803		+4.2%
Percent Minority	6.9%	7.6%	8.0%	8.2%	8.1%	9.1%	10.7%		

The next largest minority group was Hispanic students, enrolling 4,830 students in 1988. In 1986 and again in 1988, Hispanics were the fastest growing group, with enrollment up by 28.7% between 1986 and 1988. Similarly, the college population of Asian students continued to show substantial increases. The only decline for an individual minority group occurred among native Americans, with increasingly smaller enrollment since 1982.

Although minority representation in higher education improved substantially, it remained proportionately lower than representation in the general population of the state (10.7% in college compared to 12.0% in the state population). Black and Hispanic students were the most underrepresented minority groups in the college population. Blacks accounted for 6.9% of the state's 1980 population but only 5.4% of the 1988 college enrollment. Hispanics made up 4.0% of the state population but only 2.9% of 1988 college enrollment. Other racial and ethnic groups were enrolled at or above parity.

Enrollment by Level

Enrollment of minority students increased at all levels in 1988, with the exception of native Americans, (see Table 2 on following page). Blacks, Hispanics, and Asians showed record gains at the undergraduate level, and Black students also surpassed the previous rate of increase at the graduate level. Enrollment of native American students declined at the undergraduate and graduate level. Extremely small numbers of these students at the first-professional level make analysis inappropriate.

Higher percentages of Blacks and Hispanics enrolled at the undergraduate level as compared to Asians and Whites (see Figure 2). Among all Black students, 88.9% enrolled at the undergraduate level and 11.1% were postbaccalaureate students. The pattern for Hispanic students was similar, with 88.5% undergraduates and 11.5% postbaccalaureates. In contrast, 78.6% of Asian students enrolled as undergraduates and 21.4% as postbaccalaureate students. Asians and Whites were more likely to enroll in graduate or professional programs than Blacks and Hispanics.

Figure 2
Enrollment by Level for Selected
Racial/Ethnic Groups
Fall 1988

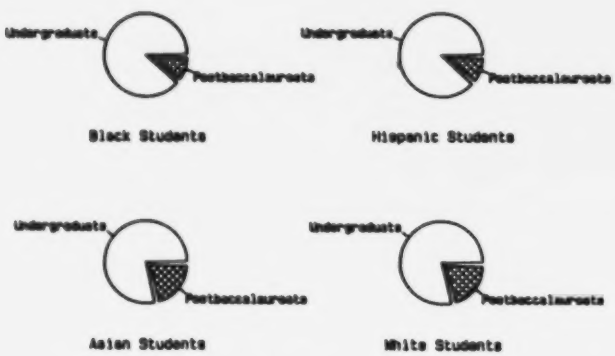


Table 2
Enrollment by Level and Ethnic Category
in Connecticut Higher Education
Fall 1976 - Fall 1988

	Black Non-Hispanic		Hispanic		American Asian or Pacific Islander		Indian or Alaskan Native		Total Minority		White Non-Hispanic		Non-Resident Alien		Total Non-Minority	
	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change
Undergraduate																
Fall 1976	6,306	-	1,859	-	601	-	256	-	9,022	-	108,267	-	642	-	108,909	-
Fall 1978	6,787	+7.6%	2,213	+19.0%	939	+56.2%	275	+7.4%	10,214	+13.2%	112,973	+4.3%	1,129	+75.9%	114,102	+4.8%
Fall 1980	7,003	+3.2%	2,269	+2.5%	1,287	+37.1%	410	+49.1%	10,958	+7.3%	117,210	+3.8%	1,283	+13.6%	118,493	+3.8%
Fall 1982	6,891	-1.6%	2,653	+16.9%	1,602	+24.5%	519	+26.6%	11,556	+6.5%	119,039	+1.6%	1,720	+34.1%	120,759	+1.9%
Fall 1984	6,454	-6.3%	2,746	+3.5%	1,905	+18.9%	411	-20.8%	11,516	-1.3%	116,216	-2.4%	2,377	+38.2%	118,593	-1.8%
Fall 1986	6,879	+6.6%	3,282	+19.5%	2,181	+14.5%	346	-15.8%	12,688	+10.2%	111,494	-4.1%	1,968	-17.2%	113,462	-4.3%
Fall 1988	7,929	+15.3%	4,274	+30.2%	2,802	+28.5%	337	-2.6%	15,342	+20.9%	113,785	+2.1%	1,935	-1.7%	115,720	+2.0%
Percent of Level 1988	6.0%		3.3%		2.1%		0.3%		11.7%		86.8%		1.5%		88.3%	
Graduate																
Fall 1976	544	-	179	-	131	-	36	-	890	-	24,561	-	780	-	25,341	-
Fall 1978	614	+12.9%	363	+102.8%	186	+42.0%	29	-19.4%	1,192	+33.9%	25,025	+1.9%	774	-0.8%	25,799	+1.8%
Fall 1980	785	+27.8%	429	+18.2%	309	+66.1%	56	+93.1%	1,590	+33.4%	24,812	-0.8%	1,174	+51.7%	25,986	+0.7%
Fall 1982	591	-24.7%	386	-10.0%	352	+13.9%	50	-10.7%	1,379	-13.3%	23,998	-3.3%	1,408	+19.9%	25,406	-2.2%
Fall 1984	555	-6.1%	319	-17.4%	391	+11.1%	55	+10.0%	1,320	-4.3%	24,855	+3.6%	1,634	+16.0%	26,489	+4.3%
Fall 1986	594	+7.0%	384	+20.4%	516	+32.0%	55	0.0%	1,549	+17.3%	26,370	+6.1%	1,727	+5.7%	28,097	+6.1%
Fall 1988	851	+43.3%	451	+17.4%	647	+25.4%	52	-5.5%	2,001	+29.2%	27,380	+3.8%	2,094	+21.3%	29,474	+4.9%
Percent of Level 1988	2.7%		1.4%		2.1%		0.2%		6.4%		87.0%		6.7%		93.6%	
First-Professional																
Fall 1976	139	-	36	-	30	-	4	-	209	-	2,156	-	31	-	2,187	-
Fall 1978	131	-5.8%	89	+147.2%	32	+6.7%	4	0.0%	236	+25.4%	2,637	+22.3%	42	+35.5%	2,676	+22.5%
Fall 1980	119	-9.2%	55	-38.2%	47	+46.9%	8	+100.0%	229	-10.5%	2,767	+4.9%	31	-26.2%	2,798	+4.4%
Fall 1982	140	+17.6%	70	+27.3%	67	+42.6%	5	-37.5%	282	+23.1%	2,976	+7.6%	20	-35.5%	2,996	+7.1%
Fall 1984	140	0.0%	70	0.0%	74	+10.4%	4	-20.0%	288	+2.1%	3,011	+1.2%	28	+40.0%	3,039	+1.4%
Fall 1986	126	-10.0%	87	+24.3%	85	+14.9%	5	+25.0%	303	+5.2%	2,933	-2.6%	39	+39.3%	2,972	-2.2%
Fall 1988	140	+11.1%	105	+20.7%	114	+34.1%	9	+80.0%	368	+21.5%	2,854	-2.7%	44	+12.8%	2,898	-2.5%
Percent of Level 1988	4.3%		3.2%		3.5%		0.3%		11.3%		87.4%		1.3%		88.7%	

*Percent Change from prior period.

Enrollment by Institution

Enrollment by racial and ethnic group at each Connecticut institution in 1988 is displayed in Table 3. Generally, minority students were more likely to enroll in two-year institutions. Of all minority students enrolled, 32.2% attended the regional community colleges, while these colleges enrolled 20.8% of nonminority students.

Patterns were similar when proportions of minority students were examined (see Table 4). The largest number (5,705) and second largest proportion (15.6%) of minority students were at the state's regional community colleges. Institutions with the smallest proportions of minorities were the regional independents and Connecticut State University, 8.2% and 7.3% respectively.

Among individual institutions, Greater Hartford Community College enrolled the largest number of Black students. The University of Connecticut enrolled the largest number of Hispanic students.

Total minority enrollment increased since 1984 in all units, with the exception of the state technical colleges which stayed about the same (see Figure 3). With a few exceptions, individual racial/ethnic groups experienced consistent increases. As displayed in Figure 5, from 1986 to 1988 the number of Black students increased substantially at the two-year independent colleges (up 41.3%), at UConn (up 30.2%), and at the regional independents (up by 26.8%). Numbers of Native Americans dropped at UConn, the state technical colleges, and independents. The only other decline for a minority group occurred at the state technical colleges, where Asian enrollment dropped by 21.0% over 1986. Hispanic student enrollment increased substantially at all types of institutions. Enrollment of White students grew at UConn, CSU, and the regional community colleges.

Summary

The total number and percent of minority students in Connecticut colleges and universities reached their highest levels in 1988. Since 1984, gains have been sustained in many cases even when overall enrollment declined. Although Black and Hispanic students were underrepresented in the college population as compared to their proportion in the state's total population, college participation continued to increase for both groups. Between 1986 and 1988, Hispanic enrollment increased more rapidly than any other racial/ethnic group.

Recruitment efforts have yielded positive results. Enrollments show clearly that minority access to higher education has increased. As more minorities become first-generation college students, continued support and encouragement are needed. Minority students, especially Blacks and Hispanics, have enrolled more often in undergraduate programs and in two-year colleges. As more students enter college, minority participation at advanced levels is likely to increase.

Table 3
Enrollment of Minority Students
in Connecticut Institutions of Higher Education
Fall 1986

	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Total Minority	Non-Resident Alien	White, Non-Hispanic	Total Non-Minority	Total Headcount
PUBLIC INSTITUTIONS									
University of Connecticut	688	493	648	56	1,885	400	21,876	22,276	24,161
Storrs (Main Campus)	522	379	514	35	1,450	368	18,054	18,422	19,872
Avery Point	9	13	9	5	36	2	538	540	576
Hartford	75	44	52	11	182	6	1,049	1,055	1,237
Litchfield County	0	1	1	2	4	0	159	159	163
Stamford	52	34	42	2	130	20	1,025	1,045	1,175
Waterbury	11	11	16	1	39	0	595	595	634
UConn Health Center	19	11	14	0	44	4	456	460	504
Connecticut State University	1,293	518	303	165	2,279	302	32,256	32,558	34,837
Central	407	245	143	12	807	119	12,422	12,541	13,348
Eastern	152	68	16	29	265	17	3,921	3,938	4,203
Southern	579	125	83	1	788	134	10,375	10,509	11,297
Western	155	80	61	123	419	32	5,538	5,570	5,989
Regional Community Colleges	2,932	1,354	331	77	4,704	331	28,402	28,733	33,437
Asnuntuck	102	14	8	4	128	13	1,861	1,874	2,002
Greater Hartford	851	289	79	7	1,226	64	1,396	1,460	2,686
Housatonic	330	233	24	4	591	49	1,607	1,656	2,247
Manchester	255	104	65	19	443	24	5,462	5,486	5,929
Mattatuck	145	77	12	5	239	14	3,219	3,233	3,472
Middlesex	106	47	13	6	172	29	2,710	2,739	2,911
Mohegan	67	33	19	13	132	3	2,122	2,125	2,257
Northwestern Connecticut	25	3	10	2	40	7	2,118	2,125	2,165
Norwalk	458	312	59	9	838	28	2,192	2,220	3,058
Quinebaug Valley	5	82	2	2	91	17	1,137	1,154	1,245
South Central	528	139	20	2	689	37	1,631	1,668	2,357
Tunxis	60	31	20	4	115	46	2,947	2,993	3,108
State Technical Colleges	355	186	205	26	772	56	5,565	5,621	6,393
Greater New Haven	47	23	21	3	94	0	916	916	1,010
Hartford	86	52	70	0	208	4	1,237	1,241	1,449
Norwalk	166	78	68	4	316	48	954	1,002	1,318
Thames Valley	21	14	14	5	54	4	968	972	1,026
Waterbury	35	19	32	14	100	0	1,490	1,490	1,590
TOTAL, State Institutions	5,268	2,561	1,487	324	9,640	1,089	88,099	89,188	98,828
U.S. Coast Guard Academy	12	22	38	4	76	7	679	686	762
TOTAL, Public Institutions	5,280	2,583	1,525	328	9,716	1,096	88,778	89,874	99,590
INDEPENDENT INSTITUTIONS									
Four-Year National	853	466	796	33	2,148	1,141	14,988	16,129	18,277
Connecticut College	52	32	29	1	114	89	1,796	1,885	1,999
Trinity College	51	49	63	2	165	30	1,910	1,940	2,150
Wesleyan University	231	75	126	0	432	58	2,884	2,942	3,374
Yale University	519	310	578	30	1,437	964	8,398	9,362	10,799
Four-Year Regional	1,374	663	439	45	2,521	1,450	35,385	36,835	39,356
Albertus Magnus College	41	10	8	0	59	9	478	487	546
Bridgeport Engineering Institute	33	10	17	0	60	3	650	653	713
Fairfield University	44	45	31	1	121	47	4,958	5,005	5,126
Hartford Graduate Center	13	12	46	12	83	7	2,271	2,278	2,361
Hartford Seminary	17	1	2	0	20	0	95	95	115
Holy Apostles College	1	2	1	0	4	4	159	163	167
Paier College of Art, Inc.	8	2	0	0	10	0	328	328	338
Post College	106	18	4	0	128	3	1,433	1,436	1,564
Quinnipiac College	28	15	5	0	48	4	2,717	2,721	2,769
Sacred Heart University	258	172	54	4	488	65	4,278	4,343	4,831
St. Alphonsus College	2	1	1	0	4	0	24	24	28
St. Basil's College	0	0	0	0	0	3	7	10	10
St. Joseph College	95	37	5	2	139	5	1,429	1,434	1,573
University of Bridgeport	243	67	106	1	417	443	4,755	5,198	5,615
University of Hartford	209	104	67	25	405	475	6,239	6,714	7,119
University of New Haven	276	167	92	0	535	382	5,564	5,946	6,481
Two-Year Independent	92	41	22	0	155	47	1,646	1,693	1,848
Briarwood College	19	11	0	0	30	0	419	419	449
Hartford College for Women	22	6	7	0	35	11	176	187	222
Katharine Gibbs School, Inc.	3	1	0	0	4	0	60	60	64
Mitchell College	48	23	15	0	86	36	984	1,020	1,106
Mt. Sacred Heart College	0	0	0	0	0	0	7	7	7
TOTAL, Independent Institutions	2,319	1,170	1,257	78	4,824	2,638	52,019	54,657	59,481
TOTAL, All Institutions	7,599	3,753	2,782	406	14,540	3,734	140,797	144,531	159,071

Figure 3
Total Minority Enrollment in Connecticut
by Type of Institution
1976 - 1986

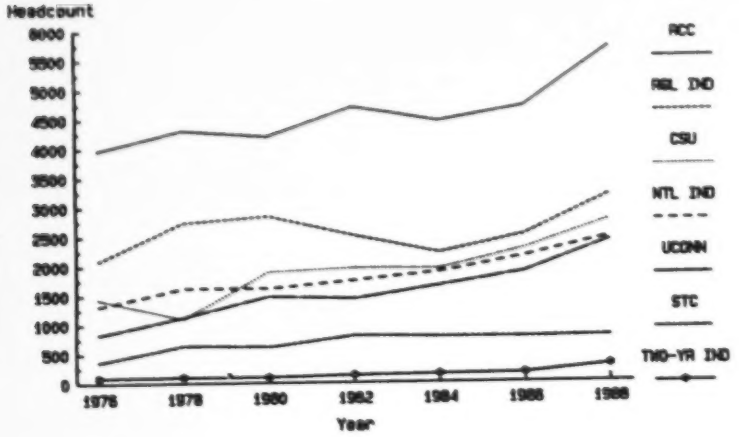


Table 4
Number and Percent of Enrollment by
Group and Type of Institution
1988

Unit	Number Minority	Percent Minority	Number Non-Minority	Percent Non-Minority
University of Connecticut and the Health Center	2,414	9.3%	23,468	90.7%
Connecticut State University	2,767	7.3%	35,042	92.7%
Regional Community Colleges	5,705	15.6%	30,806	84.4%
State Technical Colleges	789	14.6%	4,618	85.4%
U.S. Coast Guard	79	8.9%	813	91.1%
National Independent	2,474	13.5%	15,859	86.5%
Regional Independent	3,190	8.2%	35,911	91.8%
Two-Year Independent	293	15.7%	1,575	84.3%

Table 5
1988 Total Enrollment and Change from 1986
by Type of Institution and
Racial/Ethnic Group

	Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan Native		Non-Resident Alien		White Non-Hispanic	
	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change	Number	Percent* Change
Univ. of Connecticut	896	30.2%	663	34.5%	806	24.4%	49	-12.5%	597	49.3%	22,871	4.5%
CT State University	1,487	15.0%	600	15.8%	487	60.7%	193	17.0%	294	-2.6%	34,748	7.7%
Regional Community	3,316	13.1%	1,873	37.3%	438	32.3%	78	1.3%	448	35.3%	30,358	6.9%
State Technical	390	9.9%	225	21.0%	162	-21.0%	12	-5.4%	19	-66.1%	4,599	-17.4%
National Independent	945	10.8%	523	12.2%	977	22.7%	29	-12.1%	1,324	160%	14,535	-3.0%
Regional Independent	1,742	26.8%	841	26.8%	577	31.4%	30	-33.3%	1,345	-7.2%	34,566	-2.3%
Two-Year Independent	130	41.3%	84	104.9%	79	259.1%	0	-	36	-23.4%	1,539	-6.5%

*Percent Change from 1986

RETENTION

The most accurate measure of student retention is achieved by following individual students through their college careers. Data provided by the state's public institutions allow students to be followed from year to year within the public system, but are not yet extensive enough to provide a reliable indication of student completions. In addition, this measure is time-consuming and can be expensive. Retention also can be measured with aggregate data. While readily available, and reliable and accurate as overall measures, these data cannot determine college completion rates for individual students.

The two separate indicators used in this report to determine retention include student persistence: changes in the minority proportions of the student body at various times and levels; and degree production: a comparison of the numbers and percentages of degree-seeking students to the numbers and percentages of degrees earned. Considered together, these measures help describe the persistence and completion patterns of minority students. They cannot stand alone as retention rates, since neither accounts for individual students dropping out, transferring, stopping out, or assuming part-time status. The combination of methods, however, does provide a general comparison across racial/ethnic groups. That is to say, if all things are equal, one would expect similar results in persistence and degree production for minorities and nonminorities.

Student Persistence

Student persistence was assessed by comparing proportions of minorities and nonminorities at various levels. If minority students are continuing in college, their representation among first-time freshmen should be similar to their representation at other levels. In addition, successful retention should yield increases in the number and percent of minorities over time. These data are presented for the state and for each type of institution.

Statewide Patterns. For the state as a whole, minority student recruitment and persistence improved in 1986 and 1988 (see Table 6 and Figure 4). Both the number and proportion of minority undergraduates increased at all levels of study. The success of recruitment efforts was especially apparent in the sharp rise in 1988 minority freshmen. Steady growth in minority representation at other levels, although of a smaller magnitude, points to increases in retention.

Figure 4
All Connecticut Colleges and Universities
Percent Minority by Level
1982, 1984, 1986, 1988

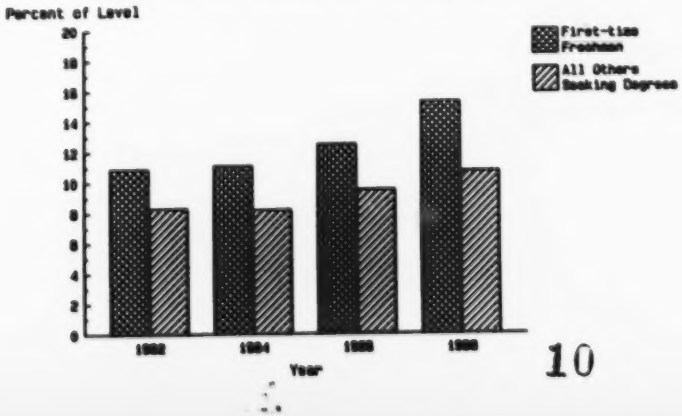
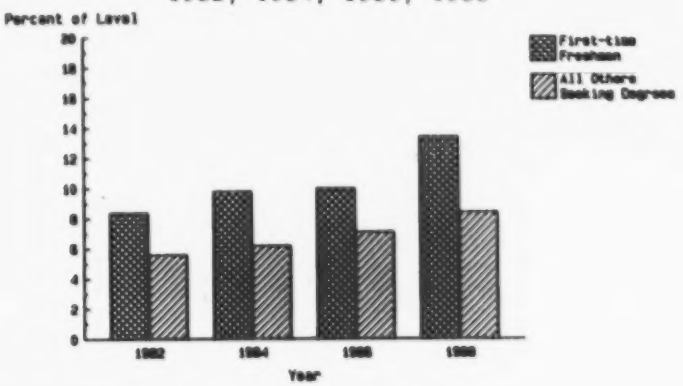


Table 6
Number and Percent of First-Time Freshmen and
Other Degree-Seeking Undergraduates by Race
1982, 1984, 1986, 1988

	MINORITIES				NONMINORITIES			
	First-Time Freshmen		All Other Levels		First-Time Freshmen		All Other Levels	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
University of Connecticut								
1982	293	8.4%	632	5.6%	3,195	91.6%	10,724	94.4%
1984	324	9.8%	718	6.2%	2,973	90.2%	10,836	93.8%
1986	362	10.0%	822	7.1%	3,253	90.0%	10,798	92.9%
1988	515	13.4%	1,071	8.4%	3,340	86.6%	11,686	91.6%
Connecticut State University								
1982	325	6.2%	1,039	6.1%	4,953	93.8%	15,907	93.9%
1984	389	8.1%	1,059	5.7%	4,393	91.9%	17,423	94.3%
1986	393	8.4%	1,318	6.9%	4,292	91.6%	17,703	93.1%
1988	479	9.6%	1,523	7.6%	4,502	90.4%	18,585	92.4%
Regional Community Colleges								
1982	1,843	18.2%	2,484	13.3%	8,310	81.8%	16,171	86.7%
1984	1,823	14.5%	2,465	12.1%	10,741	85.5%	17,843	87.9%
1986	1,697	16.4%	2,487	13.5%	8,682	83.6%	15,918	86.5%
1988	1,916	19.4%	2,973	14.9%	7,966	80.6%	16,969	85.1%
State Technical Colleges								
1982	325	9.1%	428	8.6%	3,258	90.9%	4,537	91.4%
1984	276	8.2%	451	11.8%	3,104	91.8%	3,367	88.2%
1986	289	10.2%	473	13.5%	2,551	89.8%	3,034	86.5%
1988	241	17.2%	299	11.7%	1,163	82.8%	2,258	88.3%
U.S. Coast Guard Academy								
1982	NA	NA	58	6.2%	NA	NA	881	93.8%
1984	17	8.6%	44	7.5%	180	91.4%	544	92.5%
1986	22	9.3%	54	10.3%	215	90.7%	471	89.7%
1988	12	9.4%	67	8.8%	115	90.6%	698	91.2%
Total, Public Institutions								
1982	2,786	12.4%	4,641	8.8%	19,716	87.6%	48,220	91.2%
1984	2,829	11.7%	4,737	8.7%	21,391	88.3%	50,013	91.3%
1986	2,763	12.7%	5,154	9.7%	18,993	87.3%	47,924	90.3%
1988	3,163	15.6%	5,933	10.6%	17,086	84.4%	50,196	89.4%
National Independent								
1982	349	12.1%	923	10.9%	2,532	87.9%	7,576	89.1%
1984	425	14.2%	987	11.6%	2,577	85.8%	7,541	88.4%
1986	468	16.0%	1,105	12.5%	2,455	84.0%	7,707	87.5%
1988	577	19.5%	1,287	15.0%	2,379	80.5%	7,278	85.0%
Regional Independent								
1982	556	6.5%	1,396	6.2%	7,938	93.5%	21,187	93.8%
1984	459	7.6%	1,268	7.7%	5,591	92.4%	20,972	94.3%
1986	491	9.8%	1,546	7.7%	4,541	90.2%	18,655	92.3%
1988	626	11.9%	1,656	8.9%	4,630	88.1%	17,004	91.1%
Two-Year Independent								
1982	61	9.4%	68	7.6%	588	90.6%	832	92.4%
1984	72	9.3%	70	7.9%	706	90.7%	821	92.1%
1986	77	9.8%	78	7.4%	712	90.2%	971	92.6%
1988	84	11.3%	157	17.9%	657	88.7%	720	82.1%
Total, Independent Institutions								
1982	966	8.0%	2,387	7.5%	11,058	92.0%	29,595	92.5%
1984	956	9.7%	2,325	7.3%	8,874	90.3%	29,334	92.7%
1986	1,036	11.8%	2,729	9.1%	7,708	88.2%	27,333	90.9%
1988	1,287	14.4%	3,100	11.0%	7,666	85.6%	25,002	89.0%
Total, All Institutions								
1982	3,752	10.9%	7,028	8.3%	30,774	89.1%	77,815	91.7%
1984	3,785	11.1%	7,062	8.2%	30,265	88.9%	79,347	91.8%
1986	3,799	12.5%	7,883	9.5%	26,701	87.5%	75,257	90.5%
1988	4,450	15.2%	9,033	10.7%	24,752	84.8%	75,198	89.3%

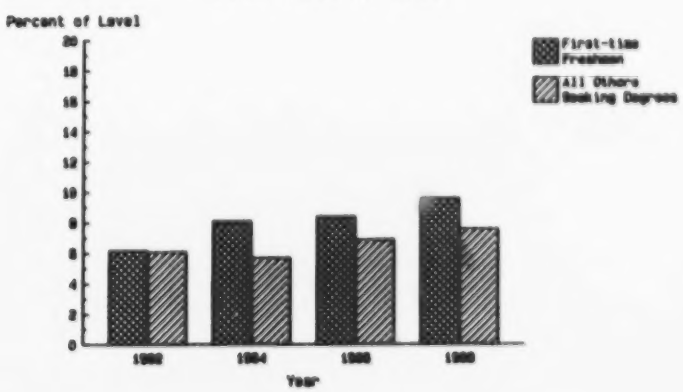
University of Connecticut. The number and proportion of minorities in UConn's freshman class and at other levels increased steadily since 1982 (see figure 5). Although minorities accounted for smaller portions of total degree-seeking enrollment at upper levels as compared to representation among first-time freshmen, their numbers increased steadily. These data indicate progress in recruitment, based upon freshman enrollment, with minority representation among freshmen at 8.4% in 1982, increasing to 13.4% in 1988. Similar progress was apparent in student persistence, based on growing percentages of minorities in sophomore, junior, and senior classes. In 1982, 5.6% of degree-seeking students at these levels were minorities; by 1988, that percentage had risen to 8.4%.

Figure 5
University of Connecticut
Percent Minority by Level
1982, 1984, 1986, 1988



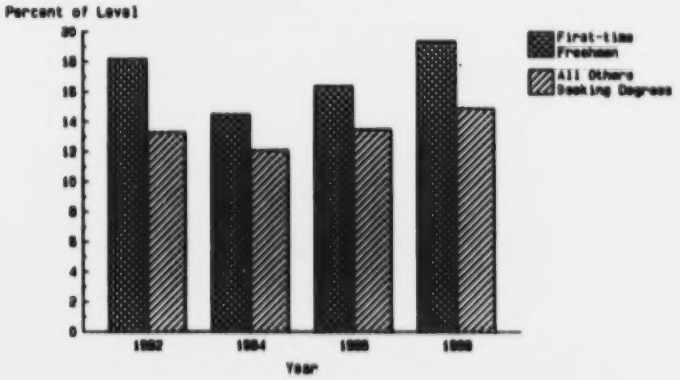
Connecticut State University. At CSU, like UConn, both the number and proportion of minorities increased steadily from 1982 to 1988. In 1982, 6.2% of all first-time freshmen were minorities; by 1988, the proportion had increased to 9.6% (see Table 6). Minority representation at upper levels dipped in 1984 but then recovered, with 6.1% minorities in 1982, 5.7% in 1984, 6.9% in 1986, and 7.6% in 1988. The actual number of minority students continuing past the first year and seeking degrees increased each year (see Figure 6).

Figure 6
Connecticut State University
Percent Minority by Level
1982, 1984, 1986



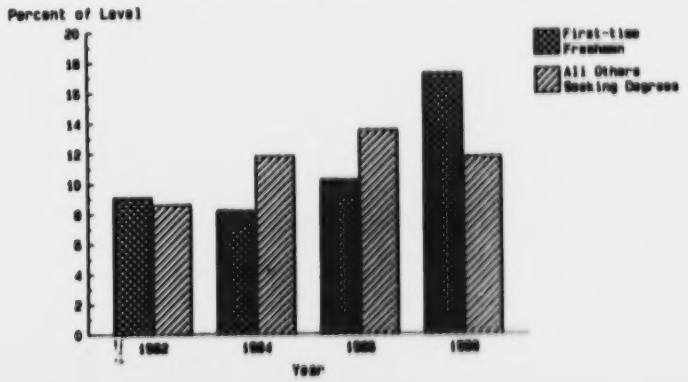
Regional Community Colleges. The percentage of minorities among first-time freshmen fluctuated at the community colleges (see Figure 7). In 1982, 18.2% of freshmen, or 1,843 students, were minorities. In 1984, about the same number enrolled as freshmen (1,823), but substantial increases in nonminority enrollment lowered minority enrollment percentages. In 1986, the number of minority freshmen declined, as did the number of nonminority freshmen, resulting in minority representation among freshmen of 16.4%. Total first-time enrollment increased sharply in 1988, with proportionately greater gains among minorities. Among returning students, minorities accounted for steadily increasing numbers and percentages of the total, rising from 12.1% in 1982, to 13.3% in 1984, to 13.5% in 1986, to 14.9% in 1988. These data are displayed in Table 6.

Figure 7
Regional Community Colleges
Percent Minorities by Level
1982, 1984, 1986, 1988



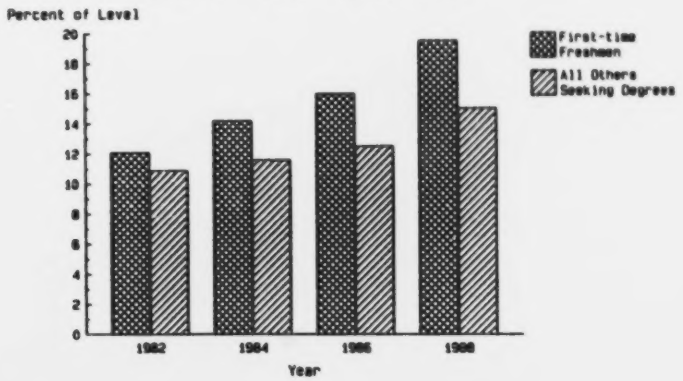
State Technical Colleges. Total enrollment dropped significantly at the state technical colleges from 1982 to 1988. The number of nonminority first-time freshmen dropped from 3,258 in 1982 to 1,163 in 1988, a decline of 64.3%. Fewer minority freshmen enrolled in 1988 than in 1982 (241 compared to 325). The number and percentage of minority students persisting beyond freshman status increased slightly from 1982 to 1986. In 1988, however, the number and percentage of minorities seeking degrees beyond the first-year dropped sharply, falling from 473 or 13.5% in 1986 to 299 or 11.7% in 1988 (see Table 6 and Figure 8).

Figure 8
State Technical Colleges
Percent Minorities by Level
1982, 1984, 1986, 1988



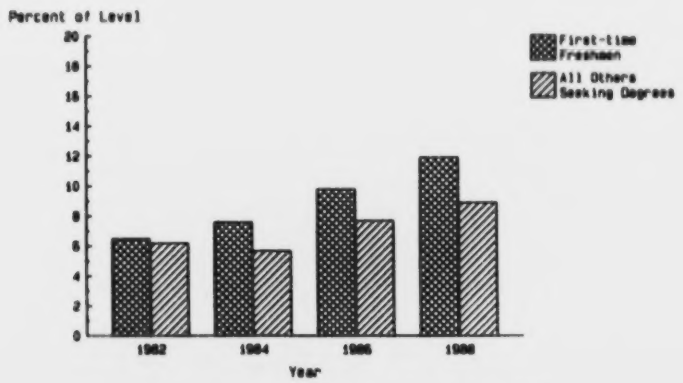
National Independent Institutions. The four national independent institutions in Connecticut recruit most of their students outside the state and attract substantial percentages of minorities. In 1988, 19.5% of first-time freshmen at these institutions were minorities, up from 12.1% in 1982. Minority students were also well-represented among degree-seekers at sophomore, junior, and senior levels, comprising 15.0% of the 1988 total. Both the number and percentage of minorities in the freshman and other classes increased, indicating success in both recruitment and retention (see Table 6 and Figure 9).

Figure 9
National Independent Institutions
Percent Minorities by Level
1982, 1984, 1986, 1988



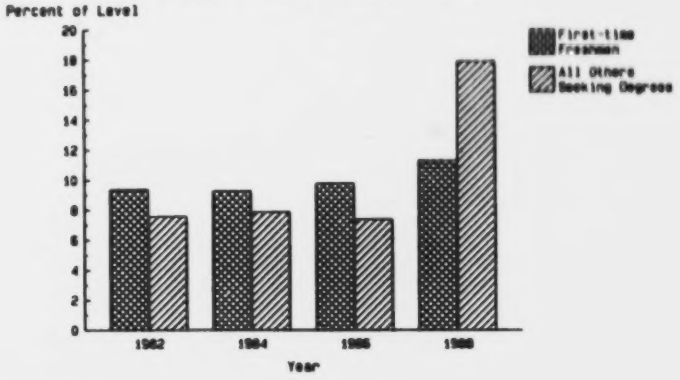
Regional Independent Institutions. The regional independent institutions draw most of their students from within Connecticut. These institutions enrolled increasing percentages of minority freshmen during the reporting period, although actual numbers dipped slightly in 1984. The increase in percentage in 1984 resulted from proportionately larger declines in nonminority first-time freshman enrollment. The number of minorities seeking degrees at other levels also dipped in 1984, but recovered strongly in 1986, and continued to improve in 1988 (see Table 6 and Figure 10).

Figure 10
Regional Independent Institutions
Percent Minorities by Level
1982, 1984, 1986, 1988



Two-Year Independent Institutions. The two-year independent colleges admit small freshman classes with correspondingly small numbers of minorities. Minority representation among freshmen and among those persisting beyond the first year remained stable between 1982 and 1986, with slight but insignificant shifts in number and percent (see Figure 11). These data suggest consistent patterns of minority recruitment and retention. In 1988, however, the percentage of minorities among first-time freshmen increased to 11.3%, and minorities continuing beyond the first year rose dramatically, to 157 students or 17.9% of all degree-seeking students beyond the freshman year.

Figure 11
Two-Year Independent Institutions
Percent Minorities by Level
1982, 1984, 1986, 1988



Degree Production

Of the 26,877 degrees awarded at all levels in the state in 1987-88, minority students earned 2,022 or 7.5% -- more than ever. In contrast to steady increases in the total number of minorities earning degrees, the number of nonminority students earning degrees fell slightly during 1984 and 1986 (see Table 7). Among minorities, Blacks earned the largest number of degrees, followed, in order by Asians, Hispanics, and American Indians.

Table 7
Degrees Awarded by Race and Ethnicity
All Levels and Institutions
1983, 1985, 1987, 1988

Race/Ethnicity	1982-83	1984-85	1986-87	1987-88
Black	903	849	971	950
Hispanic	382	455	419	496
Asian	300	504	464	520
American Indian	82	59	64	56
TOTAL, Minorities	1,667	1,876	1,918	2,022
White	24,751	24,358	23,586	23,720
Nonresident Aliens	674	791	1,159	1,135
TOTAL, Nonminorities	25,425	25,149	24,745	24,855
GRAND TOTAL	27,092	27,016	26,663	26,877

As indicated in Table 8, about half of all degrees to minority students in 1987-88 were awarded at the bachelor's level. The pattern held for bachelor's degrees awarded to nonminority students. Discrepancies were apparent at other levels, however, with larger percentages of minorities earning associate's degrees and smaller percentages earning master's degrees. Minority students, as compared to nonminority students, appear more likely to complete two-year programs and less likely to earn master's degrees.

Table 8
Number and Percent of Group at Degree Levels
Minorities and Nonminorities
1987-88

	Minorities		Nonminorities	
	Number of Minorities	Percent of Minorities	Number of Nonminorities	Percent of Nonminorities
Certificates	18	0.9%	269	1.1%
Associates	470	23.2%	4,334	17.4%
Bachelors	989	48.9%	12,844	51.7%
Masters	437	21.6%	6,102	24.6%
Doctors	31	1.5%	465	1.9%
Professionals	77	3.8%	841	3.4%
TOTAL	2,022		24,855	

A comparison of enrollments to degrees indicated that Nonresident Aliens, Whites, and Asians were more likely to earn degrees than other racial and ethnic groups. It is likely that the higher ratios for Asians and Nonresident Aliens reflect, in part, more full-time students in these groups. Blacks, Hispanics, and Whites, however, had similar rates of full-time attendance, so differing ratios among these groups are probably the result of factors other than attendance status. Table 9 displays the ratio of enrollment to degrees for each group and indicates the percent of each group attending full time. The data are presented for 1987-88, the most recent year for which both degree and enrollment data for minorities are available.

Table 9
Ratio of Headcount Enrollment to Degrees
by Racial/Ethnic Group
1986-87

Group (% Full Time) Fall 1986	Proportion of Headcount Fall 1986	Proportion of Degrees 1986-87	Ratio
Black (49.6%)	4.8	3.6	.75
Hispanic (53.2%)	2.4	1.6	.67
Asian (68.2%)	1.7	1.7	1.00
American Indian (57.1%)	0.3	0.2	.67
White (50.5%)	88.5	88.5	1.00
Nonresident Aliens (87.5%)	2.3	4.3	1.87

These overall patterns point to underrepresentation of some minorities among degree completers. Comparisons over time of proportions of degree-seeking minority students with minority degree recipients, however, reveal that improvements are beginning to take hold. In 1982, 9.0% of Connecticut's degree-seeking undergraduates were minorities. In that same year, minority students earned 6.3% of all degrees. In contrast, by 1986, minorities accounted for 10.3% of all degree-seeking students and 7.6% of degree recipients. These upward trends are reflected among different types of colleges and universities in the state, as discussed below. The most recent year for which both enrollment and degree data are available is 1986.

University of Connecticut. Although the percentage of minority undergraduates among degree recipients was substantially smaller than the percentage of minorities among all students seeking degrees, improvement was evident (see Table 10). In 1986, degrees conferred to minorities were up 40.5% over 1982, from 111 to 156. During this same period, the number of degree-seeking minorities increased by 28.0%, from 925 to 1,184.

Minority completions also can be assessed by examining the ratio of degree-seeking students to degrees conferred. The ratio of students to degrees for minorities was 7.6 in 1986, meaning that one minority student earned an undergraduate degree for every 7.6 minorities seeking degrees in the undergraduate population, an improvement over the 1982 ratio of 8.3. For nonminority students, the 1986 completion ratio was 5.1, or one undergraduate degree awarded for every 5.1 degree-seeking undergraduate students. Completion rates for nonminority students, while substantially higher than for minorities, have stayed about the same since 1982. On the other hand, completion rates for minority students, while still not equal to the nonminority rates, have improved substantially since 1982.

Table 10
Degree-Seeking Undergraduates and Undergraduate Degrees
for Minorities and Nonminorities at UConn
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	925	6.2%	111	3.8%	8.3 to 1
1984	1,042	7.0%	122	4.1%	8.5 to 1
1986	1,184	7.8%	156	5.4%	7.6 to 1
NONMINORITIES					
1982	13,919	93.8%	2,812	96.2%	4.9 to 1
1984	13,809	93.0%	2,821	95.9%	4.9 to 1
1986	14,051	92.2%	2,759	94.6%	5.1 to 1

*Undergraduate Headcount to Undergraduate Degrees

Connecticut State University. Although percentages of minorities among degree-seeking undergraduates and among degree recipients remained small, the did increase steadily from 1982 to 1986 (see Table 11). By 1986, the discrepancy between the two measures had narrowed, with 7.2% of the undergraduate population consisting of minority students and 6.9% of undergraduate degrees awarded to minorities. In addition to larger proportions, minority numbers rose as well, with 25.4% increase in minority undergraduates (from 1364 to 1711 students) between 1982 and 1986, and a 51.8% increase in undergraduate degrees awarded to minorities (from 166 to 252 degrees).

Minority undergraduates increased their rates of degree completion. For every 8.2 minorities enrolled and seeking undergraduate degrees in 1982, one minority student earned an undergraduate degree. By 1986, the ratio was 6.8 enrolled to one degree. In fact, the 1986 rates for minorities (6.8) and nonminorities (6.5) were almost identical, indicating a high level of parity between the two groups.

Table 11
Degree-Seeking Undergraduates and Undergraduate Degrees
for Minorities and Nonminorities at CSU
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	1,364	6.1%	166	4.7%	8.2 to 1
1984	1,448	6.2%	200	5.5%	7.2 to 1
1986	1,711	7.2%	252	6.9%	6.8 to 1
NONMINORITIES					
1982	20,860	93.9%	3,399	95.3%	6.1 to 1
1984	21,816	93.8%	3,439	94.5%	6.3 to 1
1986	21,995	92.8%	3,376	93.1%	6.5 to 1

*Undergraduate Headcount to Undergraduate Degrees

Regional Community Colleges. With very high percentages of part-time students, the regional community colleges grant fewer degrees per enrolled student than institutions with predominantly full-time populations (see Table 12). The number of degrees awarded to both minority and nonminority students declined between 1982 and 1986. During that period, the number of degree-seeking minority students also dropped, while degree-seeking nonminority enrollment fluctuated. Minority students seeking degrees accounted for 14.5% of the 1986 total. In that same year, they earned 9.2% of all degrees, indicating some disparity in the completion rates for minority and nonminority students.

1986 ratios of enrollment to degrees were larger than 1982 ratios for both groups of students. These increases could reflect increasing numbers of part-time students or students enrolling to take specific courses rather than to complete a degree. Additionally, with substantial proportions of older students, the amount of stopping out may be higher than in other types of institutions. Nonetheless, the ratio for nonminority students in 1986 was 9.0 enrolled students for every degree awarded, less than the minority ratio of 15.1 to one, indicating lower degree completion rates for minorities.

Table 12
Degree-Seeking Undergraduates and Undergraduate Degrees
for Minorities and Nonminorities at RCC
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	4,327	15.0%	321	8.8%	13.5 to 1
1984	4,288	13.0%	351	10.9%	12.2 to 1
1986	4,184	14.5%	277	9.2%	15.1 to 1
NONMINORITIES					
1982	24,481	85.0%	3,330	91.2%	7.4 to 1
1984	28,584	87.0%	2,876	89.1%	9.9 to 1
1986	24,600	85.5%	2,735	90.8%	9.0 to 1

*Undergraduate Headcount to Undergraduate Degrees

State Technical Colleges. From 1982 to 1986, enrollment of degree-seeking students declined 34.7% (see Table 13). During this period, however, minority enrollment remained much the same: 753 in 1982 to 727 in 1984 to 762 in 1986. This stability among minority enrollment had the effect of increasing their percentage in the overall student population. The percentage of minority degree recipients also increased steadily, from 5.7% in 1982 to 8.1% in 1986. The actual number of minorities earning degrees was very small, however, with 57 in 1982, 74 in 1984, and 62 in 1986. Among nonminority degree recipients, declines were steep, with 937 degrees in 1982 dropping to 699 in 1986.

Despite the sharp decline in the number and percent of nonminority enrollment and degrees, the completion ratio remained higher for these students than for minorities. In 1986, one degree was awarded for every 8.0 nonminority degree-seeking students. Among the minority student population, one degree was awarded for every 12.3 students enrolled. No clear trend was evident for either group, probably because of unstable enrollments. It should be noted that sharp declines have continued since 1986, and it is unlikely that completion rates have improved for either minorities or nonminorities.

Table 13
Degree-Seeking Undergraduates and Undergraduate Degrees
for Minorities and Nonminorities at STC
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	753	8.8%	57	5.7%	13.2 to 1
1984	727	10.1%	74	7.4%	9.8 to 1
1986	762	12.0%	62	8.1%	12.3 to 1
NONMINORITIES					
1982	7,795	91.2%	937	94.3%	8.3 to 1
1984	6,471	89.9%	921	92.6%	7.0 to 1
1986	5,585	88.0%	699	91.9%	8.0 to 1

*Undergraduate Headcount to Undergraduate Degrees

National Independent Institutions. The four national independent institutions attracted substantial numbers of minority students (see Table 14). In addition, the proportion of completers was the highest of any type of institution in the state. Similarly, the completion ratios for minorities were very similar to those for nonminorities, suggesting that both groups earned degrees at about the same rates.

Table 14
Degree-Seeking Undergraduates and Undergraduate Degrees
for Minorities and Nonminorities, National Independents
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	1,272	11.2%	246	9.0%	5.2 to 1
1984	1,412	12.2%	343	12.1%	4.1 to 1
1986	1,573	13.4%	329	11.6%	4.8 to 1
NONMINORITIES					
1982	10,108	88.8%	2,483	91.0%	4.1 to 1
1984	10,118	87.8%	2,502	87.9%	4.0 to 1
1986	10,162	86.6%	2,505	88.4%	4.1 to 1

*Undergraduate Headcount to Undergraduate Degrees

Regional Independent Institutions. In the 16 regional independent institutions, minorities comprised 8.1% of 1986 degree-seeking students and 5.7% of degree recipients (see Table 15). Although minority enrollment fluctuated from 1982 to 1986, the number and percentage of minorities completing degrees declined. These trends are reflected in completion ratios. In 1986, 7.4 minorities were enrolled for every degree granted, while the nonminority ratio was 5.1 to one. The minority ratio increased from 1982, suggesting declining completion rates over time. The pattern was reversed for nonminorities.

Table 15
Degree-Seeking Undergraduates and Undergraduate Degrees for
Minorities and Nonminorities at Regional Independents
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	1,952	6.3%	291	5.8%	6.7 to 1
1984	1,727	6.1%	286	5.8%	6.0 to 1
1986	2,037	8.1%	275	5.7%	7.4 to 1
NONMINORITIES					
1982	29,125	93.7%	4,691	94.2%	6.2 to 1
1984	26,563	93.9%	4,660	94.2%	5.7 to 1
1986	23,196	91.9%	4,578	94.3%	5.1 to 1

*Undergraduate Headcount to Undergraduate Degrees

Two-Year Independent Institutions. The two-year independent colleges increased minority enrollments between 1982 and 1986 (see Table 16). During that time, the number of degrees awarded to minorities increased at a faster rate. In 1984 and 1986, the percentage of minority students enrolled was very similar to the percentage of minority students who earned degrees. This parity was also reflected in completion ratios, with 1986 rates for minorities (4.2) and nonminorities (4.5) almost the same.

Table 16
Degree-Seeking Undergraduates and Undergraduate Degrees for Minorities and Nonminorities at Two-Year Independents
1982, 1984, and 1986

	Headcount		Degrees		
	Number	% of Total	Number	% of Total	Ratio*
MINORITIES					
1982	129	8.3%	16	4.2%	8.1 to 1
1984	142	8.5%	37	8.6%	3.8 to 1
1986	155	8.4%	37	9.0%	4.2 to 1
NONMINORITIES					
1982	1,420	91.7%	367	95.8%	3.9 to 1
1984	1,527	91.5%	392	91.4%	3.9 to 1
1986	1,683	91.6%	376	91.0%	4.5 to 1

*Undergraduate Headcount to Undergraduate Degrees

Summary

Minority students make up increasing percentages of Connecticut's college population. For the state as a whole, minority enrollment is proportionately larger among freshmen, however, suggesting that minorities are less likely to continue in college after their first year. Only the two-year independent colleges were able to reverse the pattern, enrolling proportionately more minorities beyond the freshman year.

In other types of institutions, the minority composition of the freshman class differed from that of other levels. Nonetheless, some progress in minority student retention was evident. Minority representation among freshmen and degree-seeking students at other levels increased in all institutions, with the exception of the state technical colleges which have suffered overall enrollment losses. In those colleges, the proportion of minorities in the freshman class rose sharply in 1988, while the proportion of minorities persisting beyond the first year dropped well below the level of 1986.

For the state as a whole, minority students increased their rates of college completion between 1982 and 1986, although they continued to be underrepresented among degree recipients as compared to their enrollment. As expected, students earned degrees more rapidly in colleges and universities with large proportions of full-time enrollment. Conversely, in the two-year colleges and others with large part-time student populations, degree completion was slower. Ratios of enrollment to degrees also fluctuated more in these institutions and mirrored enrollment patterns. Minority completion rates lagged considerably behind the rates for nonminorities, although some progress was beginning to be apparent.

CONCLUSIONS

Much of the effort to increase minority participation in higher education, both at the state level and on the campuses, has focused on minority recruitment. As a result, this area is showing the most dramatic progress, with the highest overall minority enrollment in the state's history and increasing minority representation among newly-admitted freshmen.

More remains to be done, however. Blacks and Hispanics are underrepresented in the college population as compared to the population in the state as a whole. Minority students are enrolled in proportionately greater numbers at the freshman level, with smaller percentages among degree-seeking students at other levels. Increases in these figures signal improvements but suggest that attention to retention is needed. In addition to better retention, some students need more encouragement and support to pursue more advanced degrees. Black students, for instance, are more likely to seek degrees in one- and two-year academic programs, and are less likely to enroll in baccalaureate and graduate programs. In addition, Blacks, Hispanics, and Native Americans continue to earn proportionately fewer degrees than other racial/ethnic groups.

These findings suggest that improving retention is the next step in assuring full participation in higher education for all Connecticut citizens. As more students of all racial and ethnic groups enter college, the challenge is to help them complete their educations. Some progress already is apparent, indicating that many colleges have launched new efforts or strengthened existing programs to increase student persistence.

With minority enrollment at its highest level ever in Connecticut, the early success of the Strategic Plan for Racial and Ethnic Diversity is evident. The Board of Governors' goal to expand minority participation in higher education is being accomplished, as Connecticut colleges and universities admit more minorities in their freshman classes. The next focus is continuing and improving efforts to help students make academic progress beyond their first year. Much improvement has occurred in minority recruitment, retention, and completion, and the challenge continues.

This report was prepared by Dr. Martha C. Highsmith, Director of Research and Planning, Connecticut Department of Higher Education.